



WISCONSIN STATE SENATE SCHOLAR PROGRAM APPLICATION

2010

A rewarding program in leadership, education and public service.



The Senate Scholar Program is an intensive week-long educational program offered by the Wisconsin State Senate. Admission to the program is highly competitive and is limited to 33 academically exceptional high school juniors and seniors from around Wisconsin. Each Senate Scholar receives a hands-on, up-close view of the Legislature's role in our democracy. Senate Scholars gain experience in such diverse areas as policy development, constituent relations, and processing legislation by working with Senators, legislative staff and University of Wisconsin faculty.



2010 Wisconsin State Senate

SCHOLAR PROGRAM

APPLICATION AND PROGRAM INFORMATION

ELIGIBILITY

The Senate Scholar Program is open to Wisconsin high school students aged 16-18. The program is also open to qualified individuals who are homeschooled. Each Senate Scholar must have outstanding academic qualifications and experiences that demonstrate an ability to perform tasks with a high degree of responsibility. Applicants may also be subject to additional requirements imposed by their high school.

EQUAL OPPORTUNITY

Application decisions are made by an admissions committee composed of the Chief Clerk and Director of Operations, the Sergeant at Arms, and select legislative staff. The Wisconsin State Senate does not discriminate on the basis of race, sex, religion, disability, national origin or ancestry, or any other basis prohibited by law. The Wisconsin State Senate will make reasonable accommodations in the application process and program for individuals with disabilities.

CURRICULUM

Senate Scholars engage in a variety of experiences during their stay in the program. Typical activities may include attending floor debates in the Senate Chamber, committee hearings, seminars conducted by select individuals involved in the legislative process (lobbyists, reporters, legislative staff, Governor's staff, etc.), and seminars by professors from the Robert M. LaFollette School of Public Affairs at the University of Wisconsin-Madison.

In addition, Senate Scholars will be required to engage in mock legislative activities, such as bill and amendment drafting, policy analysis, fiscal analysis, constituent communications, and lobbying. These activities will culminate in a mock legislative hearing at which Senate Scholars will provide and obtain testimony and then hold an executive session to vote a bill out of committee. Parents and relatives are welcome to attend this hearing.

At the close of the program, there will be an awards reception at which certificates will be conferred upon the Senate Scholars. Parents and relatives are invited and encouraged to attend this event.

FUN ACTIVITIES

Although the rigorous curriculum is itself an enjoyable challenge, fun evening activities are also planned for each group of Senate Scholars. Typical activities may include movies, music at the University of Wisconsin-Madison Memorial Union, games, sporting and cultural events, and dining at local restaurants.

HOUSING AND TRANSPORTATION

Each Senate Scholar is required to stay at the Concourse Hotel in downtown Madison. The rooms are non-smoking, single occupancy and the cost is included in the tuition fee. The hotel is located two blocks from the State Capitol. The group leader from the Senate Sergeant at Arms staff also stays at this hotel and, along with the Sergeant at Arms, is available to Senate Scholars 24 hours a day. It is the responsibility of each Senate Scholar to obtain transportation to Madison.

CODE OF CONDUCT

Although a significant level of supervision will be provided, each Senate Scholar is responsible for governing his or her own behavior. Each Senate Scholar is required to sign a code of conduct, which includes a promise not to consume alcoholic beverages or illegal substances during his or her participation in the program. Any individual found in violation of the code of conduct may be dismissed from the program without refund of tuition, and his or her parent or guardian will be required to arrange transportation home for the individual. In addition, the individual's school and State Senator will be notified of the dismissal from the program.

TUITION

The fee for attending the 2010 Senate Scholar Program is \$250. This fee includes the cost of lodging, lunches, and dinners. The Scholars will be responsible for their own breakfasts. This fee is due by February 12, 2010, following acceptance into the program.

Applicants are encouraged to solicit groups and businesses or their school for sponsorship to defray the cost of tuition.

HOW TO APPLY

Each individual wishing to become a Senate Scholar must provide the following:

- Resume.
- Completed Application.
- Completed Senate Scholar Examination.
- Cover Letter.
- Completed Essay.
- Official transcripts indicating that the applicant has maintained at least the equivalent of a "B" average.
- Letter of nomination from the applicant's State Senator.
- Letter of recommendation from a teacher or school administrator, attached to the enclosed recommendation form. The letter may not be written by a relative of the applicant.
- Letter of recommendation from another person familiar with the applicant's skills and abilities, attached to the enclosed recommendation form. The letter may not be written by a relative of the applicant, but may be written by another teacher.

QUESTIONS

If you have any questions concerning the program or the application process, please contact Jacob Clark, Legislative Training Officer, at (608) 266-2610.

ADDITIONAL APPLICATION MATERIALS

Additional application materials may be downloaded from the following legislative website: <http://www.legis.wi.gov/senate/scc/ssp/senatescholar.asp>

MAIL APPLICATION MATERIALS

All application materials must be received by January 15, 2010. Applicants will be notified of their acceptance by January 22, 2010. Please mail all application materials to:

Jacob Clark
Office of the Senate Sergeant at Arms
P.O. Box 7882
Madison, WI 53707-7882

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★ 2010 WISCONSIN STATE SENATE SCHOLAR PROGRAM ★
APPLICATION

(Please print or type)

Name: _____ Home Phone: _____

Name for Name Tag: _____ Date of Birth: _____

Address: _____ Daytime Phone: _____

City: _____, Wisconsin Zip: _____ County: _____

Email Address: _____

High School: _____ School Phone: _____

Faculty Contact: _____ Title: _____

Civics/Social Studies Teacher: _____

School Address: _____ City: _____, Wisconsin Zip: _____

Name of your State Senator: _____

What Senate District do you live in?* (Example: 33 SD)* _____

*For the process of selecting participants and alternates, it is very important that you select the correct legislative district. If you are unsure or need assistance, click on "Who are my Legislators?" on the Wisconsin State Legislature's website: <http://www.legis.wi.gov/>.

Academic Standing

January 2010 standing: Junior Senior Expected graduation date (month and year): _____

Honors and relevant course work: _____

Volunteer/community activities: Include additional experience in resume

Position: _____ Start/end dates: _____

Duties: _____

Position: _____ Start/end dates: _____

Duties: _____

School activities: Include additional experience in resume

Position: _____ Start/end dates: _____

Duties: _____

Position: _____ Start/end dates: _____

Duties: _____

Please rank your preference for the week you would like to participate in the Senate Scholar Program (1st, 2nd and 3rd choice).

___ Week 1 - February 14-19

___ Week 2 - February 21-26

___ Week 3 - February 28-March 5

PLEASE INDICATE ANY FOOD RESTRICTIONS* OR ALLERGIES YOU MAY HAVE: _____

PLEASE INDICATE ANY SCHEDULING CONFLICTS OR NEEDS WE SHOULD KNOW:

*For example: vegetarian/vegan/gluten free/diabetic? Other? Please explain above.

There is a tuition fee of \$250 which is due by February 12, 2010, following acceptance into the program.

I hereby approve this student to be considered for acceptance into the Senate Scholar Program, and will grant this student an excused absence for participation in the program.

Principal's Signature

Date

If selected to participate in the Senate Scholar Program, my daughter/son has my permission to attend.

Parent's/Guardian's Signature

Date

I affirm that the information on this application is correct; that as of the date of the program, I will be a Wisconsin resident, aged 16-18; and that if appointed as a Senate Scholar, I will abide by all the rules and requirements of the program. I also understand that the program cannot reschedule around my other extracurricular activities.

Applicant's Signature

Date

★ **2010 WISCONSIN STATE SENATE SCHOLAR PROGRAM** ★
CHECK LIST

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★ **2010 WISCONSIN STATE SENATE SCHOLAR PROGRAM** ★

CURRICULUM *(tentative)*

Sunday

4:00 p.m.

Registration and check-in at the Concourse Hotel, tour the State Capitol.

Monday

Overview of How a Bill Becomes a Law. From a constituent's concern to a Wisconsin Act. Discuss the myths around the "Power of Politics."

Topic Introduction. An expert will introduce and discuss the week's public policy initiative.

Developing Legislation. Scholars discuss the ramifications of the week's public policy initiative with Senate staff and a Legislative Reference Bureau attorney.

Constituent Relations. Who constituents are; how they are organized; why they are important; how constituents contact their legislators; how legislators respond. Presented by a panel of Senate partisan staff.

Drafting of Constituent Letters. Draft one of the following four constituent letters:

- A constituent in favor of a bill draft;
- A constituent opposed to a bill draft;
- A legislator in support of the idea to a constituent in support of the idea;
- A legislator in support of the idea to a constituent opposed to the idea;
- A legislator opposed to the idea to a constituent in support of the idea;
- A legislator opposed to the idea to a constituent opposed to the idea;

Facilitated by a panel of Senate staff.

Media Roundtable. Discussion about their jobs, their role in the legislative process, and how they would approach a story regarding the week's public policy initiative.

Supervised Free Time. Walk State Street.

Tuesday

Intern as a Messenger for Senate Floor Session. Wrap-up discussion at the end of the day concerning session.

Robert M. La Follette School of Public Affairs at University of Wisconsin-Madison. Roundtable and discussion by La Follette faculty about Wisconsin's political history, the role of the Legislature in democracy, issues regarding representative government, or other high-level topics relating to self-governance. Held at University of Wisconsin-Madison's Memorial Union.

Movie in the Capitol.

Wednesday

How to Draft a Bill. Understanding the intended result, accomplishing that result through accurate writing, and avoiding unintended consequences. Presented by the Legislative Reference Bureau staff.

Legislator Drafting Role Play. Scholars mimic the real world when they present an idea to a Legislative Reference Bureau drafting attorney, the drafter writes the language, and the Senator makes sure the language reflects the intent.

Lunch at the Governor's Mansion.

Draft a Bill. Draft a bill implementing an idea for legislation to address the constituent concerns under discussion. Review specific issues and bill drafting strategies. Critique the drafts of hypothetical legislation and choose the one that best accomplishes the desired result. That draft will be introduced, distributed to Senate Scholars as bills, and scheduled for a mock committee hearing. Divide into groups according to position on the issues. Scholars may then draft amendments for introduction.

Finish Bill Drafts of Hypothetical Legislation. As a group, critique the drafts of hypothetical legislation and choose those that best accomplish the desired result. The drafts will be introduced, distributed to Senate Scholars as bills, and scheduled for a mock committee hearing. Divide into groups according to position on the issues.

Lobbyists Roundtable. Discussion about their jobs, their role in the legislative process, and how they would proceed with an idea for legislation addressing the week's public policy initiative.

Thursday

Intern as a Messenger for Senate Floor Session or Committee Hearing. Wrap-up discussion at the end of the day concerning session.

Robert M. La Follette School of Public Affairs at University of Wisconsin-Madison. Prepare for Friday's committee hearing. Presented at the La Follette School of Public Policy on University of Wisconsin-Madison campus. Graduate students and La Follette staff will help guide and offer insights to the public policy debate.

Friday

The Governor's Role in the Legislative Process. Presented by the Governor or the Governor's staff.

The Role of the Judiciary in State Government. Presented by a Supreme Court Justice or judicial staff.

Prepare Testimony for a Mock Committee Hearing. Scholars in the "for" group must prepare to testify in favor of the bill. Those in the "against" group must prepare to testify in opposition of the bill. Groups must anticipate the arguments of the other side, prepare questions to ask those who testify, and prepare responses to questions they are likely to receive.

Mock Committee Hearing. Parents are welcome to attend and participate. Committee hearing will be staffed by the Senate Chief Clerk.

Reception and Awards Ceremony. Parents are invited and encouraged to attend. Program conclusion. Senate Parlor.

5:00 p.m.

Program concludes and scholars are released from supervision.

A selection of quotes from the evaluations of the 2009 program:

“...it renewed my passion for government.”

“...This program is second to none. By far this was one of the best things I’ve ever done.”

“...I had so much fun and my love for politics and the Wisconsin State government has been far enhanced beyond belief.”

“...So much fun—everything was educational, I most loved getting to know so many people from different places in the state and working along-side them.”

“...it’s like we had inside access to everything—saw and learned things that everyone does not have access to.”

“...This program was the most thorough, in-depth, and well-organized program I’ve attended.”

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★ **2010 WISCONSIN STATE SENATE SCHOLAR PROGRAM** ★
CODE OF CONDUCT AND CONSENT TO USE PHOTOGRAPH

Each Senate Scholar shall:

- Participate in all scheduled activities;
- Display respectful, positive, responsible conduct at all times;
- Wear appropriate work attire, except during social activities. For males, appropriate work attire is dress slacks, a button down shirt, and appropriate shoes. Males should bring a tie and at least two dress shirts. For females, appropriate work attire is dress slacks or a skirt of at least knee length, a blouse, and appropriate shoes. Senate Scholars will be given a black suit coat to wear;
- Wear tasteful casual attire during social activities;
- Provide a credit card at the time of check-in at the program hotel for the purpose of covering any telephone or other incidental room charges;

- Be in the program hotel by 9:00 p.m. and in his or her room by 10:00 p.m., unless involved in supervised Senate Scholar Program activities;
- Remain in his or her room all night following the bed check; and
- Lock and bolt his or her room door.

Each Senate Scholar shall not:

- Consume or possess alcohol, tobacco, or drugs (unless prescribed by a physician);
- Possess a weapon;
- Violate state or local laws; or
- Travel to any restaurants, stores, or other locations, unless accompanied by the group leader from the Senate Sergeant at Arms staff.

No male Senate Scholar may allow females in his hotel room. No female Senate Scholar may allow males in her hotel room.

Violation of this Code of Conduct may result in immediate dismissal from the program without refund of tuition. The parent or guardian of any individual dismissed from the program is responsible for arranging transportation home.

The parent or guardian of each Senate Scholar is responsible for paying any fees for unusual room cleaning expenses, damage to the hotel room, or damage to other property associated with the program.

The State Senate may use a Senate Scholar's photograph in association with media or communications pieces relating to the Senate Scholar Program. By enrolling in the program, each Senate Scholar consents to the use of his or her photograph for this purpose. By authorizing their son, daughter, or ward to enroll in the program, each parent or guardian consents to the use of the son's, daughter's, or ward's photograph for this purpose.

By signing below, I indicate that I have read and understand the above Code of Conduct and agree to abide by its terms to the extent that they apply to me.

Applicant's Signature

Date

Parent's/Guardian's Signature

Date

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★ 2010 WISCONSIN STATE SENATE SCHOLAR PROGRAM ★

ESSAY

Free Speech for Legislators

William Proxmire was a United States Senator from Wisconsin. In March 1975, he initiated the “Golden Fleece of the Month Award” to publicize what he perceived to be the most egregious examples of wasteful governmental spending. The second such award, in April 1975, went to the National Aeronautics and Space Administration (NASA) and several other agencies for spending almost half a million dollars to fund research by Ronald Hutchinson. At the time of the award, Hutchinson was attempting to find an objective measure of aggression, concentrating upon the behavior patterns of certain animals, such as the clenching of jaws when they were exposed to various aggravating stressful stimuli. The funding agencies were interested in the potential of this research for resolving problems associated with confining humans in close quarters for extended periods of time in space and undersea exploration.

The Golden Fleece Award to the agencies that had sponsored Hutchinson’s research was based upon information obtained for Proxmire by his legislative aide, Morton Schwartz. While seeking evidence of wasteful governmental spending, Schwartz read copies of reports that Hutchinson had prepared under grants from NASA. After contacting a number of federal and state agencies, Schwartz helped prepare a speech for Proxmire to present in the Senate on April 18, 1975. The text of the speech was released in advance to 275 members of the news media throughout the United States and abroad.

Schwartz telephoned Hutchinson before releasing the speech to tell him of the award; Hutchinson protested that the release contained an inaccurate and incomplete summary of his research. Schwartz replied that he thought the summary was fair.

In the speech, Proxmire described the federal grants for Hutchinson’s research, concluding with the following comment:

“The funding of this nonsense makes me almost angry enough to scream and kick or even clench my jaw. It seems to me it is outrageous. Dr. Hutchinson’s studies should make the taxpayers as well as his monkeys grind their teeth. In fact, the good doctor has made a fortune from his monkeys and in the process made a monkey out of the American taxpayer. It is time for the Federal Government to get out of this ‘monkey business.’ In view of the transparent worthlessness of Hutchinson’s study of jaw-grinding and biting by angry or hard-drinking monkeys, it is time we put a stop to the bite Hutchinson and the bureaucrats who fund him have been taking of the taxpayer.”

Proxmire went on to refer to the award in two newsletters that were mailed to constituents in Wisconsin and to discuss the award in a televised interview. After the award was announced, Schwartz, acting on behalf of Proxmire, contacted a number of the federal agencies that had sponsored the research. He stated that he did not attempt to dissuade them from continuing to fund the research but merely discussed the subject. Hutchinson, by contrast, contended that these calls were intended to persuade the agencies to terminate his grants and contracts, which the agencies did.

Hutchinson sued Proxmire for libel, alleging, among other things, that, as a result of the actions of Proxmire and Schwartz, he had suffered a loss of respect in his profession, injury to his feelings, humiliation and public scorn, extreme mental anguish, physical illness and pain, and a loss of income and ability to earn income in the future. Proxmire claimed that all of his acts and utterances were protected by the Speech or Debate Clause in Article I, Section 6 of the United States Constitution, which provides that legislators may not be held liable for activities related to the legislative process.

Imagine that you are working for the U.S. Supreme Court when this case comes before it. Please prepare an essay describing how the court should rule in *Hutchinson v. Proxmire*. Consider these options: (1) Dismiss the lawsuit because the press release, newsletter, and interview are part of the process by which a Senator keeps constituents informed of his or her activities and, as a result, are protected by the Speech or Debate Clause; (2) Hold Proxmire liable because informing the public via newsletters, public speeches, and press releases is not a part of the legislative function or the deliberations that make up the legislative process. The essay should address both options and discuss the reasons why one option, in your opinion, is preferable. The essay should be typed and should be between 500 and 1,000 words.

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★ 2010 WISCONSIN STATE SENATE SCHOLAR PROGRAM ★
EXAMINATION

- | | | |
|---|---|---|
| a. Article V, Section 10,
Wisconsin Constitution | e. Leslie Aspin | i. Fred Risser |
| b. Coles Bashford | f. Socialism | j. Article XI, Section 3,
Wisconsin Constitution |
| c. Melvin Laird | g. Emil Seidel | k. Tommy Thompson |
| d. Gaylord Nelson | h. Article VII, Section 13,
Wisconsin Constitution | l. Wisconsin Senate Rule 35 |

From the choices above, choose the correct answer for the following statements:

1. _____ A section of this states: *The rejected part of an appropriation bill, together with the Governor's objections in writing, shall be returned to the house in which the bill originated. The house of origin shall enter the objections at large upon the journal and proceed to reconsider the rejected part of the appropriation bill. If, after such reconsideration, two-thirds of the members present agree to approve the rejected part notwithstanding the objections of the Governor, it shall be sent, together with the objections, to the other house, by which it shall likewise be reconsidered, and if approved by two-thirds of the members present, the rejected part shall become law.*
2. _____ Wisconsin's longest-serving Governor (1987-2001). Elected to the State Assembly (1966). Sworn in as U.S. Health and Human Services Secretary (2001). Born in Elroy, Wisconsin where his father ran a gas station and grocery store.
3. _____ Wisconsin Democratic Representative to Congress (1971-1993). Secretary of Defense to President Clinton (1993-1994). Chair of the Foreign Intelligence Advisory Board and Commission on the Roles and Capabilities of the United States Intelligence Community (1994-1995).
4. _____ Home rule was finally authorized in 1924 by this and the passage of Chapter 198, Laws of 1925. This change permitted cities and villages "to determine their local affairs and government, subject only to this constitution and to such enactments of the Legislature of state-wide concern as with uniformity shall affect every city or every village. The method of such determination shall be prescribed by the Legislature."
5. _____ Wisconsin Governor (1856-1857). Settling in Oshkosh, Wisconsin in 1850, he helped organize the Republican Party in 1854. After forcing out his corrupt opponent William Barstow, he was himself discovered to have engaged in widespread bribery. He left the state for Arizona in 1863.
6. _____ The core belief that a society should exist in which popular collectives control the means of power, and therefore the means of production. In modern theory, it is in the pursuit of the goal of creating a democratic society that would form the backbone of an ideal welfare state.

7. _____ State Senator, Secretary of Defense, and writer from Marshfield, Wisconsin. Elected to the Wisconsin State Senate (1946). Became President Nixon's Secretary of Defense (1969). Supported the Sentinel anti-ballistic missile system. Ordered the closing of military installations to reduce costs.
8. _____ This states, "Any justice or judge may be removed from office by address of both houses of the Legislature, if two-thirds of all the members elected to each house concur therein, but no removal shall be made by virtue of this section unless the justice or judge complained of is served with a copy of the charges as the ground of address, and has had an opportunity of being heard. On the question of removal, the ayes and noes shall be entered on the journals."
9. _____ In 1910 this man was elected Mayor of Milwaukee, becoming the first socialist mayor of a major city in the United States. During his administration, the first public works department was established; the first fire and police commission was organized; and a city park system came into being. He cleaned the town up with strict regulation of bars and the closing of brothels and sporting parlors (modern-day casinos).
10. _____ Longest serving Legislator in Wisconsin history. Elected to Assembly (1956-1960). Elected to the Senate (1962) special election, and re-elected since 1964.
11. _____ This states, "Every bill, and every joint resolution proposing an amendment to the constitution, must receive three separate readings by relating clause prior to its passage except where otherwise provided, but may not receive two readings on the same day."
12. _____ Wisconsin Governor, lawyer, and environmentalist. Born in Clear Lake, Wisconsin. He served in the State Senate (1948-1958), became Governor (1958), and was re-elected two years later. Established the Outdoor Recreation Act of 1961. Served three terms in the U.S. Senate during which he sponsored Earth Day.

For the following section, please choose the correct answer:

13. _____ "I often wondered whether we do not rest our hopes too much upon constitutions, upon laws and upon courts. These are false hopes; believe me, these are false hopes. Liberty lives in the hearts of men and women; when it dies there, no constitution, no law, no court can save it."— Judge Learned Hand, 1941.

Which of the following statements best summarizes Judge Hand's argument about constitutional democracy in the United States?

- a. Constitutions are a serious obstacle to individual liberties.
 - b. Constitutions allow governments to disregard individual liberties.
 - c. Individual liberties depend on citizens committed to the protection of those liberties.
 - d. Individual liberties can only be safeguarded by a written constitution and an independent judiciary.
14. _____ Refer to the passages below, taken from the U.S. Supreme Court's majority opinion and Justice Harlan's dissent in the case of *Lochner v. New York* (1905). In this case, the State of New York had passed a law that limited the number of hours that an employee of a bakery could work no more than sixty hours a week. *Lochner* was a baker who challenged the constitutionality of the law in the courts.

"The statute necessarily interferes with the right of contract between the employer and employees... The general right to make a contract... is part of the liberty of the individual protected by the Fourteenth Amendment... Under that provision, no State can deprive any person of life, liberty, or property without due process of law. The right to purchase or sell labor is part of the liberty protected by this amendment..." — Justice Peckham, delivering the majority opinion of the Court.

continued...

“It is plain that this statute was enacted in order to protect the physical well-being of those who work in bakeries... The statute must be taken as expressing the belief of the people of New York that, as a general rule, labor in excess of sixty hours a week... may endanger the health of those who thus labor... Our duty, I submit, is to sustain the statute as not being in conflict with the Federal Constitution.” — Justice Harlan, in his dissenting opinion.

What was the effect of the U.S. Supreme Court decision in the case of *Lochner v. New York*?

- a. The power to regulate working hours and conditions was given to the courts.
- b. The federal government alone could interfere with the right to make contracts.
- c. The law limiting the number of hours people could work was allowed to stand.
- d. The law limiting the number of hours people could work was ruled unconstitutional.

15. _____ Wisconsin’s Governorship is known nationally as one of the strongest because:

- a. The Governor has unusually broad powers to declare a state of emergency.
- b. The Governor has the right under the Wisconsin Constitution to appoint the Secretary of the Department of Public Instruction.
- c. The Governor’s partial veto authority allows him or her to substantially re-write legislation after it has passed both houses of the Legislature.
- d. The Governor’s cabinet does not require Senate confirmation.

16. _____ Most democratic countries elect Legislatures through one of two types of electoral systems: single-member district or proportional representation. In single-member district systems, citizens in specific areas vote for candidates who represent their districts. In proportional representation systems, citizens in the country vote for political parties. Parties are then awarded seats in the Legislature proportionate to the percentage of the vote they have won. In other words, if a party wins 20 percent of the vote, it receives 20 percent of the seats in the Legislature.

Why will countries with proportional representation systems tend to have more political parties than those with single-member district systems?

- a. Only large countries tend to use proportional representation systems, and these countries naturally have more parties.
- b. Countries with proportional representation systems tend to be more sharply divided along ethnic and regional lines, and many parties tend to arise as groups struggle to defend their interests.
- c. Parties in proportional representation systems do not have to win a majority of the vote in any district, so it is easier for smaller parties to gain representation in the Legislature.
- d. Countries with proportional representation systems tend to have constitutions that mandate the existence of more than three political parties.

17. _____ State government would be most likely to become involved in a decision about where a landfill is located if developers tried to put the landfill on a site that:

- a. Was near an army base within the state.
- b. Created conflicts among the citizens of the town.
- c. Was near a town park.
- d. Was likely to affect agriculture in other counties in the state.

18. _____ The following is an excerpt from the U.S. Supreme Court decision in *Brown v. Board of Education of Topeka* (1954):

“Does segregation of children in public schools solely on the basis of race, even though the physical facilities...may be equal, deprive children of the minority group of equal educational opportunities? We believe that it does.

*To separate them from others of similar age and qualifications solely on the basis of their race generates a feeling of inferiority as to their status and community that may affect their hearts and minds in a way unlikely to ever be undone...Whatever may have been the extent of psychological knowledge at the time of *Plessy v. Ferguson*, this finding is amply supported by modern authority. Any language in *Plessy v. Ferguson* contrary to this finding is rejected.*

We conclude that in the field of public education, the doctrine of separate but equal, has no place. Separate educational facilities are inherently unequal.”

How did the decision affect the relationship between the federal government and state and local governments?

- a. The federal government exerted greater influence in a policy area that had been dominated by states and municipalities.
- b. The federal government began directly determining what would be taught in public classrooms.
- c. State governments were restricted in their ability to mandate the teaching of religion in public schools.
- d. State and local governments became less dependent on federal funding for education.

19. _____ The Wisconsin Supreme Court case of *In Re: Booth* (1854) is famous for which of the following reasons:

- a. It defied federal judicial authority and nullified the federal fugitive slave law (which required northern states to return runaway slaves).
- b. It marked the end of slavery in Wisconsin.
- c. It gave women in Wisconsin the right to vote in state elections.
- d. It upheld the constitutionality of Wisconsin's minimum wage law.

20. _____ In which of the following situations has the United States Supreme Court ruled that a student's individual freedom can be limited?

- a. A student decides to attend a private school.
- b. A student wears clothing likely to disrupt instruction.
- c. A student writes a letter to the editor of his/her school newspaper.
- d. Two students quietly say grace in the school cafeteria before eating.

21. _____ Licensing for certain occupations is an example of a government regulation that:

- a. Controls wages in licensed occupations.
- b. Encourages monopolies in competing occupations.
- c. Limits entry into an occupation by setting standards.
- d. Guarantees lifetime employment for licensed workers.

22. _____ The function of a referendum is to:

- a. Minimize the influence of newspapers.
- b. Involve citizens directly in decision-making.
- c. Elect political leaders.
- d. Strengthen political parties.

23. _____ In an 1849 referendum, Wisconsin voters approved extending the vote to black men by a vote of 5,265 in favor and 4,075 opposed. The Wisconsin Constitution, though, mandated that any single issue on the ballot at a general election must be approved by a majority of all votes cast in that election. The prevailing vote on the 1849 referendum, although a majority on that specific question, was not a majority of all votes cast in the election. Ezekiel Gillespie, a black man, was turned away from the polls at the 1865 general election. He sued, claiming denial of his right to vote based on the results of the referendum. Which of the following statements best describes the primary issue in the case of *Gillespie v. Palmer and others* (1866) which interpreted the results of this referendum?
- a. Does the United States Constitution permit a referendum to extend the vote to black men?
 - b. Did the framers of the Wisconsin Constitution intend to link the vote on a referendum to the total number of voters who cast ballots on other questions?
 - c. Should black men have the right to vote?
 - d. Does the Wisconsin Supreme Court have the authority to interpret the results of a referendum?
24. _____ Which of the following statements explains a difference between political parties and interest groups?
- a. Political parties evaluate government policy; interest groups set government policy.
 - b. Political parties influence laws; interest groups ratify laws.
 - c. Political parties address many issues; interest groups usually focus on one issue.
 - d. Political parties support candidates; interest groups nominate candidates.
25. _____ Read the following excerpt from the Wisconsin Supreme Court case of *State v. Yoder* (1971) which invalidated the state's compulsory attendance law as applied to the Amish:

“The period of adolescence is critical in the religious and cultural development of the child because at this time the child enters gradually into the fullness of Amish life, is given responsibilities which would be directly interfered with if he were compelled to go to high school. . . To the Amish, secondary schools. . . teach an unacceptable value system. . . We view this case as involving solely a parent’s right of religious freedom to bring up his children as he believes God dictates.”

Of the following statements, which one best describes the principle for which this excerpt stands:

- a. By adolescence, Amish children have the right to practice their religion by refusing to attend a public school that is inconsistent with their religious values.
- b. Separation of church and state does not apply once children reach the age of adolescence.
- c. The free exercise of religion includes the right of Amish children to attend public schools that are consistent with their religious values.
- d. An Amish parent has the right to practice his/her religion by refusing to send his/her children to a public school that is inconsistent with the parent’s religious values.

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★ 2010 WISCONSIN STATE SENATE SCHOLAR PROGRAM ★
INDEMNIFICATION FORM

I agree to indemnify and hold harmless the State of Wisconsin and its employees, officers, and agents for damages to person or property arising from applicant's participation in the Senate Scholar Program.

Parent's/Guardian's Signature

Date

Applicant's Signature

Date

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★ 2010 WISCONSIN STATE SENATE SCHOLAR PROGRAM ★

MEDICAL CONSENT FORM

Medical Information

Applicant's Name: _____

Parent's/Guardian's Name: _____

Street Address: _____

City: _____, Wisconsin Zip: _____

Daytime Phone: () _____

Work Phone: () _____

Mobile Phone: () _____

Name of Other Emergency Contact: _____

Daytime Phone: () _____

Work Phone: () _____

Mobile Phone: () _____

Name of Primary Care Physician: _____

Phone: () _____

Is the applicant required to take any medications? Does the applicant have any pre-existing medical conditions we should be aware of? If so, please explain (attach second sheet if necessary):

Insurance Information

Provider: _____

Policy Number: _____

Group Number: _____

Provider Phone: () _____

Consent

If, in the judgement of any representative of the Senate Scholar Program, the applicant needs medical care and treatment as a result of any injury or sickness, I hereby request, authorize, and consent to such care and treatment being given to the applicant by or at the direction of any physician. I accept responsibility for medical charges which may be incurred on my child's behalf. I understand that I am responsible for any such charges that are not covered by insurance.

Parent's/Guardian's Signature

Date

Applicant's Signature

Date

★ 2010 WISCONSIN STATE SENATE SCHOLAR PROGRAM ★
RECOMMENDATION FORM

(Please print or type)

Name of Senate Scholar Applicant: _____

Your Name: _____

Daytime Phone: () _____

Street Address: _____

City: _____, Wisconsin Zip: _____

Your Relationship to Applicant: _____

Please attach your letter of recommendation to this cover sheet. Thank you.

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★ 2010 WISCONSIN STATE SENATE SCHOLAR PROGRAM ★
RECOMMENDATION FORM

(Please print or type)

Name of Senate Scholar Applicant: _____

Your Name: _____

Daytime Phone: () _____

Street Address: _____

City: _____, Wisconsin Zip: _____

Your Relationship to Applicant: _____

Please attach your letter of recommendation to this cover sheet. Thank you.

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★ **2010 WISCONSIN STATE SENATE SCHOLAR PROGRAM** ★

WAIVER OF LIABILITY

I hereby release the State of Wisconsin and its employees, officers, and agents from all claims for damages to person or property arising from applicant's participation in the Senate Scholar Program. I hereby assume all risks incidental to the applicant's participation in the Senate Scholar Program. I have considered that if this waiver of liability was not as broad as it is, the cost of the applicant's participation in the program would be considerably higher and, as I do not want to pay a considerably higher cost, I waive the right to bargain for different waiver of liability terms.

Parent's/Guardian's Signature

Date

Applicant's Signature

Date

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